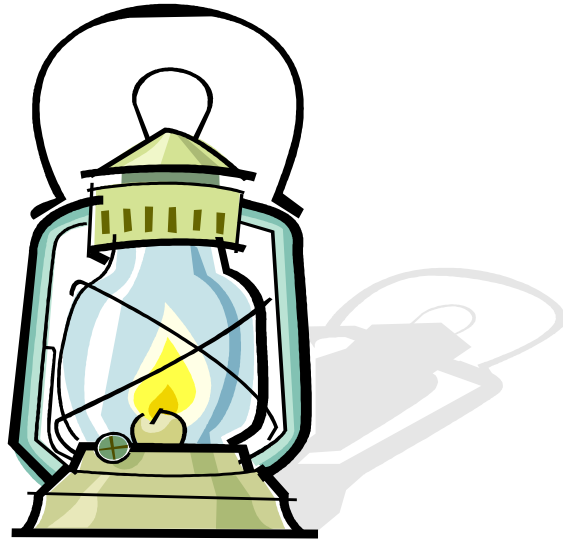




MFL POLICY



Autumn 2017



"Shine like a lantern in the presence of the Lord."

CONTENTS

PURPOSE.....	3
RATIONALE	3
AIMS AND OBJECTIVES	3
SPEAKING AND LISTENING	4
READING	4
WRITING	4
CURRICULUM AND TIME ALLOCATION.....	4
STAFFING.....	5
CLASS ORGANISATION AND TEACHING STYLE.....	5
PROGRESSION.....	6
EQUAL OPPORTUNITIES AND SPECIAL EDUCATIONAL NEEDS	6
ASSESSMENT AND RECORD KEEPING AND REPORTING	6
INFORMATION COMMUNICATION TECHNOLOGY.....	6
THE ROLE OF THE COORDINATOR.....	6

Purpose

This policy document sets out aims, principles and management of the teaching and learning of all aspects of the Modern Foreign Languages entitlement. This policy is intended to be used in conjunction with LKS2 Framework for languages, the QCA scheme of work for French and German, which gives details of what pupils in each age group will cover.

Rationale

In our school we teach French in LKS2. We teach French because:

- we believe that learning a modern language helps all pupils develop their interest and curiosity in the similarities and differences between themselves and others
- we believe that learning the basics of a foreign language helps pupils to extend and develop their confidence and communication skills and a positive attitude towards diversity within society
- we believe that the earlier a child is exposed to a foreign language, the more effectively the language in question is acquired
- Teaching one language to all will help to support the MFL curriculum objective, to enable pupils to make substantial progress in one language.

Aims and Objectives

The overall aim of Modern Languages is to enrich learning for all pupils by:

- developing listening skills and phonological awareness
- exploiting cultural links and experiences when opportunities arise
- promoting positive attitudes towards language learning through a range of learning activities
- giving pupils the opportunities to work independently, in pairs or in groups to practice using the foreign language
- increasing pupils' linguistic skills and competence through regular timetabled MFL sessions
- developing the range of spoken language and provide a greater understanding of language structure.

In order to meet these aims, the children will be given opportunities to:

- Learn in a non threatening environment which builds upon positive achievements
- Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning
- Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers
- Apply their learning by reproducing sounds themselves and creating phrases and sentences
- Begin to recognise and read words that they have already encountered in the development of their oracy skills
- Write simple words and phrases using a model and, with increased competence, write sentences on a range of topics, some from memory
- Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s)
- Gain an understanding of another culture and learn to look at things from another person's perspective
- Show an awareness of the similarities and differences between people and appreciate the diversity of languages spoken within the school

- Use their knowledge about the way language works and apply their knowledge when learning a new language
- Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

Speaking and Listening

The pupils will be given the opportunity to:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions

Reading

The pupils will be given opportunities to

- Read and listen to stories for enjoyment and practice vocabulary
- Read stories to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships

Writing

The pupils will be given opportunities to

- Copy, write and independently spell high frequency words in LKS2 e.g. days, months, names, numbers, age, etc.

Curriculum and Time Allocation

Currently French is the only modern foreign language taught at St Bede's.

French is taught in LKS2 only. In French pupils are taught specific skills, concepts and vocabulary in a weekly 30 minute lesson. The content of these sessions is reinforced by the class teacher through follow-up activities and cross-curricular activities.

Our aim is to deliver the requirements of the Key Stage 2 Modern Foreign Language framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Curriculum Map for French outlines which topics are covered each year by year group.

The objectives comprise three progressive core strands of teaching and learning over the two years of LKS2 Modern Foreign Language framework.

- Oracy – listening, speaking and spoken interaction. Initially, this is the most important strand for early language learning. This includes songs and rhymes as well as simple conversations or presentations.
- Literacy – reading and writing. The children will develop a basic knowledge of the writing system of the new language and, in doing this, they reinforce the understanding of their own language(s).
- Intercultural understanding – learning about a new culture and comparing it to their own.

In addition, two strands run throughout – these are

- Knowledge about language – helping pupils to apply understanding gained from study of a new language and build on their knowledge of their own language(s).
- Language learning strategies – helping pupils to develop awareness of strategies they can apply to learning any new language, or to learning in other subjects

Staffing

French is taught by class teachers.

Links with other areas of the curriculum

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

English: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences.

ICT: use of e-mail and video conference with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing.

Citizenship: the multilingual society, knowledge of other countries and cultures.

Mathematics: counting, calculations, the time and the date, money.

Geography: work relating to the study of other countries, points of the compass, weather.

Science: work on parts of the body, animals.

Music: rhyming, rhythm, singing, composition, world music.

RE: international or multicultural work, celebration of festivals, storytelling, calendars, customs.

History: work relating to the study of other countries, family trees of famous people.

Art: descriptions of paintings.

PE: physical responses to the teacher's instructions issued in the language being learnt.

Class Organisation and Teaching Style

Teaching styles

At St. Bedes' teaching of Modern Foreign Languages will include:

- Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning;
- Adopting a communicative and interactive approach with an emphasis on a kinaesthetic learning style.
- Presenting a language model for oracy and literacy skills.
- Practising and producing language individually, in pairs and in groups.
- Using a variety of learning activities including songs, games, role-play, drama and interactive ICT.
- Relating aspects of the new language to children's existing knowledge and awareness of grammar and grammatical terms in their own language;
- Exploration of the differences and similarities between the new language and any language they already know
- Exploration of cultural aspects of Francophone speaking countries.

Teaching Plans

Modern Foreign Language plans are produced by the Rigolo scheme of work and are in line with the school planning procedures and the MFL KS2 Framework. They follow closely the QCA scheme of work for French and the objectives in the MFL KS2 framework. Units are planned on a half-termly basis using the school format and the Rigolo scheme of work.

Progression

Progress and continuity are ensured by following a carefully planned programme of work for pupils throughout the school. Pupils will be given opportunities to reuse, in an increasing range of contexts, the structures and skills taught. A range of vocabulary will be introduced and revisited through rhymes, songs, stories and other suitable activities. These oral activities will be used throughout the course, but vocabulary will be extended and reading and writing activities will be introduced. As pupils progress there will be opportunities for more independent manipulation of language.

For example it could follow:

- single nouns and adjectives,
- nouns with appropriate adjectives,
- verbs in the first person,
- verbs in the third person,
- verbs with nouns and adjective.

Progression is ensured following the key objectives in the framework. Pupils will have the opportunity to work with the five strands: literacy, oracy, intercultural understanding, knowledge about language and language learning strategies.

Equal Opportunities and Special Educational Needs

Staff at St Bede's Catholic Primary School and Nursery are committed to equal opportunities. All pupils will have equal access to whole class activities and to opportunities to practice what they have learnt in lessons, regardless of ability, ethnicity or faith and background. Communication will be valued at all levels of achievement.

In oral activities there is differentiation by outcome. A range of follow up activities will allow for differentiation in reading and writing tasks. At the early stages of language learning the emphasis is on copy writing but pupils will also be given opportunities to use the language creatively for themselves.

Assessment and Record Keeping and Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. Assessment could be through oral questioning, can-do statements and end of unit assessment.

Parents will be kept updated on initiatives in MFL taking place in the school and they will be encouraged to get involved when appropriate. As in other subject areas, MFL is part of our formal reporting procedures within LKS2.

Information Communication Technology

ICT is used to enhance the delivery of language through interactive presentations and activities. The children have access to a variety of educational websites, featuring modern foreign languages, both inside and outside school. For example Education City, Espresso, and BBC Primary Languages are used regularly.

The Role of the Coordinator

The main task of the coordinator is to promote the enjoyment of language learning to all students and staff and improve the quality and continuity of Modern Foreign Language teaching in the school.

The coordinator is responsible for:

- Supporting and working with colleagues, and keeping them informed of developments in the teaching of MFL
- Monitoring progress in MFL and discussing issues as they arise
- Monitoring of teaching and learning
- Providing advice about the MFL policy and teaching scheme

- Advising on the use of classroom resources
- Keeping up-to-date, through reading and attending relevant courses, and by developing links with the external agencies
- Establishing and maintaining links with primary schools in France or Canada for LKS2 pupils (to be developed in the near future).

Resources

The Rigolo programme is used for teaching French in Years 3 and 4. It contains on-line resources of real French life and songs with each topic (sung by the characters in the scheme), games, worksheets, self-assessment sheets etc. Education City is also used widely with all year groups. There are also several supplementary resources to aid planning and variety.

Resources are constantly being updated and added to.